**Year nine unit – identity and belonging**

**Seven – eight weeks term one**

**Content: *This unit is designed to assist students in understanding the meaning of identity, the importance of belonging and how both of these concepts shape our lives and those of others. Students will focus on their own sense of identity, why belonging is important to them and how both concepts affect their peers and the characters in the texts studied.***

**Key Terms: *The key terms related to this unit are:***

* **Identity**
* **Personal development**
* **Relationships and society’s structure**
* **Culture and how this is formed**
* **National identity**
* **Belonging**
* **The structure and importance of groups**

**Aims and Objectives:**

***Students will focus on the following.***

* **The major events that shape a person’s identity**
* **Personal reflection on a significant event in the individual’s life**
* **Group discussion of what identity and belonging mean**
* **The importance of belonging to family groups, schools, sporting clubs and the wider community**
* **Relationships with non-human companions**
* **The consequences of a lack of belonging and the affect this has on an individual’s identity**
* **Personal writing**
* **Reading and studying the set text**

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| **Skills** | **Knowledge** | **Understanding** |
| ***Deconstruction of Red Dog***   * ***Recognize and label film techniques*** * ***Identify the use of a music score*** * ***Show an understanding of how characters are constructed and how their relationships work*** * ***Display an understanding of national identity*** | ***How texts work***   * ***Structure*** * ***Cultural background*** * ***Narrative tools*** | ***A clear understanding of genre, audience and purpose for Red Dog.*** |
| ***Identification of important groups to which we belong.***  ***Identification of the importance of key relationships.*** | ***How various groups in society function.***  ***The importance of the Australian landscape and how it impacts on various people.*** | ***Why we need to belong and the significance of the groups we choose.***  ***How our key relationships form our characters.*** |
| ***The ability to recognise significant events in an individual’s life*** | ***The importance of experiences in shaping our characters.*** | ***A complex understanding of the ‘nature/nurture’***  ***concept*** |
| ***Understanding and recognition of others’ identity*** | ***How cultures are formed and the importance of national icons.***  ***Stereotypes and their power.*** | ***An awareness of Australian culture and recognition of multi-culturalism.*** |
| ***Ability to identify the identity of characters in a set text*** | ***Knowledge of Australia’s development and identity, with particular reference to outback communities.*** | ***Understanding of how characters are formed and shape a narrative text.*** |
| ***Recognising the importance of belonging for ourselves and others*** | ***Knowledge of the value of belonging and how it impacts on our lives.*** | ***An understanding of how belonging to various groups develops people and shapes their identity.*** |

**Resources: *Students will need access to the following resources for this unit:***

* **Library and computer access for research and publishing purposes**
* **Set film text Red Dog – teacher copy**
* **Conferencing and peer assessment sheets**
* **Modelling, demonstrating and managing from staff**
* **Previous experiences and memories**

**Learning Activities:**

* **Study of set text – view film as a group at least once**
* **Writing folio**
* **Wide reading of texts relating to ‘identity and belonging’**
* **Whole class group discussion**
* **Research and data gathering**
* **Paired comparison of experiences**

**Student Products:**

* **Personal/reflective folio piece based on a significant event in the student’s life**
* **Text study – notes on themes, characters, setting, relationships, identity and belonging**
* **Formal text response under exam conditions**
* **Research presentation**

**Assessment:**

* **Formal assessment rubric – text response**
* **Peer assessment and conferencing sheets – writing folio**
* **Oral presentation**

**National Curriculum Sub-strand**

* **Language devices in film texts including figurative language and scripts.**
* **Experimentation and adaptation – film texts as opposed to print texts.**
* **How texts reflect the context of culture and situation in which they are created, with particular reference to Australian identity.**
* **Features of literary texts. How do films create meaning? How are themes and messages portrayed through visual media? Plot, setting, characterisation, themes, structure and mood.**

***Samantha Dight***

***2012***

**Year nine unit – change and growth**

**Seven – eight weeks term three**

**Content: *This unit is designed to assist students in understanding the meaning of change, the importance of personal growth and how both of these concepts shape us as people. Students will focus on the concepts of ‘growing up’, maturation, individual responsibilities, relationships and decision making.***

**Key Terms: *The key terms related to this unit are:***

* **Maturation**
* **Individual development**
* **Relationships and dealing with loss**
* **Cultural definitions**
* **Adolescence – a concept and a reality**
* **Decision making**

**Aims and Objectives:**

***Students will focus on the following.***

* **What growth really means and how change affects our lives**
* **Reading and studying the set text in depth**
* **Group discussion of the impact of change and growth**
* **Study of ‘white Australia’ and indigenous issues in our society**
* **Historical context study of the 1970s in Australia**
* **Recognition of such political decisions as the ‘stolen generation’**

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| **Skills** | **Knowledge** | **Understanding** |
| ***Deconstruction of Deadly Unna?***   * ***Narrative techniques*** * ***Recognition of characterisation and setting*** * ***National identity*** | ***How texts work***   * ***Structure*** * ***Cultural background*** * ***Narrative tools*** | ***A clear understanding of genre, audience and purpose for Deadly Unna?*** |
| ***Identification of important groups to which we belong.***  ***Understanding of the importance of key relationships with both friends and family.*** | ***How various groups in society function.***  ***The importance of Australian history and how we culturally relate.*** | ***Why we need to inevitably mature and the significance of the relationships we choose and hold.***  ***How our key relationships form our characters and contribute to our maturation.*** |
| ***The ability to recognise significant events in an individual’s life and understand how these shape our characters.*** | ***The importance of experiences in our maturation process, particularly with regard to change.*** | ***A complex understanding of the concepts of family connections, friendships, male/female relationships and ‘growing up’.*** |
| ***Understanding and recognition of others’ growth and significant life events.*** | ***How cultures are formed and the importance of personal, human interaction.***  ***The power of stereotypes and how they affect our personal growth.*** | ***An awareness of Australian culture and recognition of multi-culturalism.***  ***Understanding of tolerance and acceptance.*** |
| ***Ability to identify the identity of characters in a set text.*** | ***Knowledge of Australia’s development and identity, with particular reference to race relations, sexism, racism and general prejudice.*** | ***Recognition of how characters are formed and shape a print narrative text.*** |
| ***Recognising the importance of our own growth and the significant milestones of those we care about.*** | ***Knowledge of the value of relationships and how they impact upon our growth and personal development.*** | ***An understanding of how belonging to various groups develops people and shapes their growth, instigating personal change.*** |

**Resources: *Students will need access to the following resources for this unit:***

* **Library and computer access for research and publishing purposes**
* **Set novel Deadly Unna? – student copy**
* **Conferencing and peer assessment sheets**
* **Modelling, demonstrating and managing from staff**
* **Previous experiences and memories, personal recollections**
* **Set year nine Humanities text to draw cross curricular references**

**Learning Activities:**

* **Study of set text – read novel as a group, individually or a combination of both**
* **Writing folio**
* **Wide reading of texts relating to ‘ change and growth’**
* **Whole class group discussion**
* **Research and data gathering**
* **Group comparison of experiences and shared recollections**

**Student Products:**

* **Persuasive folio piece based on a choice of topics, specifically related to Australian history, current issues and cultural change.**
* **Text study – notes on themes, characters, setting, relationships, growth and change in Deadly Unna?**
* **Research presentation, either individually or in groups.**

**Assessment:**

* **Formal assessment rubric – text response**
* **Peer assessment and conferencing sheets – writing folio**
* **Oral presentation**

**National Curriculum Sub-strand**

* **Language devices in print texts including figurative language, personal accounts, first person descriptions and chapter structure.**
* **Experimentation and adaptation – print texts as opposed to film texts.**
* **How texts reflect the context of culture and situation in which they are created, with particular reference to prejudice, change, growth and maturation.**
* **Features of literary texts. How do the authors of novels create meaning? How are themes and messages portrayed through narrative? Plot, setting, characterisation, themes, structure, images and style.**

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***2012***